



What's The Big Idea?

OBJECTIVES

The learner will display their ability to **interpret** characteristics of a professional learning community by **designing** a job aid using text and graphics with at least 90% accuracy according to the rubric provided.

The learner will **evaluate** the quality of their work through the completion of a **reflective** post achieving 90% or above on the supplied rubric.



Shared drive



Document



Video



Website

Assessment

A rubric will assess artifact content, visual display, reflection content, and grammar.

Assessing skills in application is the classroom assessment technique (CAT) for this activity; the activity is associated with paraphrasing and application. The learner communicates their understanding of key concepts by way of developing an artifact representative of terminology and graphics that is intended as a job aid.

Activity 1

- Read Chapter 1. from required textbook
- View YouTube Video <https://www.youtube.com/watch?v=FLGHY9-sibA>
- Collection of (2) additional research resources required on behalf of the student

Activity 2

- Each student, through research and discussion posts, will create an infographic of their choice that represents their understanding of the three big ideas of a professional learning community.
- The students will post their initial submission to the Instructor.
- Each student's artifact will be placed within a classroom **VoiceThread**, each student having their own slide.
- The **VoiceThread** will be shared with the class.
- Peers are to review the **VoiceThread** and offer comments/feedback on peer submissions. This feedback may include comments, questions, suggestions, etc.
- Following the activities listed above, each student will be offered the opportunity to revise their original submission. The final job aid artifact will be resubmitted to the instructor for reposting to the **VoiceThread**. The students will include a narrative for their artifact in the final **VoiceThread**.

Extension Activity

- Students are placed into cooperative groups of (2-3)
- Students will synthesize their icon ideas to create a group job aid
- Students will post their collaborative job aid graphic to the class whiteboard
- Students are encouraged to give feedback to other groups postings.

Assessment Tool



VoiceThread

Tool Selection Rationale: VoiceThread provides a platform conducive for critique and feedback. The learner can share their ideas with others through a casual conversational style. The instructor can annotate over the posted image for greater clarity of feedback. The ability for participants to listen to and share via audio, video and text will increase motivation and engagement.

Students are then offered the opportunity to provide their reflection and supporting thoughts for their final submission within the assessment tool.

“By far the greatest potential of VoiceThread lies in the creative opportunity it provides for students to tell their own stories and to contribute to or directly critique the narratives of their peers.”

Educause Learning Initiative, 2009

Plagiarism Considerations

Icon images can be searched using Google. Directions are outlined at <http://buddinggeek.com/image-plagiarism-check-duplicate-images-google/>.

As this activity embodies a progressive assessment through the critique/feedback session using VoiceThread, modifications will be conducted by the student, therefore increasing authenticity of the final artifact/job aid by levels of revision.

Incorporating the extension activity will offer additional revisions/modifications to create a unique yet collaborative iconic representation of learning.

Benefits of VoiceThread

VoiceThreads lends itself to promoting digital conversations in a manner in which the participant feels as though they are in the center of the communication including the following positive attributes:

- Highly collaborative
- Asynchronous
- Real-time assimilation
- Easy integration of voice and other types of media when commenting
- Engaging
- Differentiated
- Promotes individual perspective for critique/feedback
- Audio can be recorded from computer or phone
- Readily accessible formative feedback
- Increases sense of being part of a community (a significant barrier for online success)
- Improves the sense that the instructor is present in student learning experience
- Whether commenting or not, one feels as part of the conversation.
- Thoughts can be added at any time; interjecting when it feels appropriate.
- Exchanges are characteristic of live conversations and create a humanistic tone to the digital dialogue.

Challenges of VoiceThread

- Requires high-speed connectivity; potential access difficulty with slow internet connectivity
- Functioning uniformly across all browsers
- Text responses, unless typed prior, may include grammatical errors
- Requires flash, which may not be supported on certain devices
- Requires a learning curve for students to become comfortable with the format
- May be viewed as an additional demand; it is imperative to explain why they are using it and how it will benefit their learning
- Instructor/facilitator manages threads
- Costly instructor license (\$79 for K-12; \$99 for Higher Education).
- No free trials currently available.

Educause Learning Initiative (2009). 7 things you should know about... VoiceThread. Retrieved November 6, 2015 from <http://net.educause.edu/ir/library/pdf/eli7050.pdf>

Digital Image: VT Logo. 3.bp.blogspot. Retrieved November 8, 2015 from <http://3.bp.blogspot.com/-rA58CfP1zFc/VSz-DhUrYUI/AAAAAAAAByM/29joeeXyQ3I/s1600/Screen%2BShot%2B2014-03-25%2Bat%2B21.00.22.png>